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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 20 titles deal with a variety of topics, including the following: the teaching of children's literature; the study of American Indian literature and Biblical literature at the college level; the relationship between response to emotion-oriented poetry and emotions, interests, and personal needs; the use of role-playing, improvisation, and performance in the teaching of literature; children's preferences with regard to elements of humor, illustrations, and types of first-person protagonists in literature; the effect of reading on attitudes toward the elderly; the perception of literature by silent readers and oral interpreters; features of comic book formulas; award-winning translated children's books; effects of a fantasy literature program on kindergarten children's creativity; effects of selected black literature on the self-concept and reading achievement of black male students; fairy tales; hero archetypes; children's moral responses to literature; and such themes of realistic fiction as alcohol consumption and achievement and affiliation motives of male and female characters. (GW)

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CHILDREN'S LITERATURE IN THE LIGHT OF NORTHROP FRYE'S THEORY

AITKEN, Johan Lyall, Ph.D. University of Toronto (Canada), 1975. Chairman: Professor S. P. Rosenbaum

In this study the need for a systematic approach to the teaching of children's literature is examined. What is meant by system and by children's literature in this context is delineated. The fact that no coherent, intelligible and communicable system exists for the teaching of literature at present in our schools and that as a result, such teaching is severely handicapped is discussed and demonstrated.

Before literature can be taught systematically, a context within literature must be established for each work being studied. Northrop Frye has provided teachers with systematic literary theory which they can apply in both the study and the teaching of their subject. The fact that Northrop Frye provides this theory in an intelligent, cohesive, comprehensive and "teachable" form is substantiated.

The most elementary principles of Frye's theory such as the connections among all works of literature can be taught to children. This fact is demonstrated in the study by the application of Frye's theory in some detail to the following categories in Children's Literature: Myths and Legendary Heroes; Nursery Stories and Fairy Tales; Stories; Poetry, Verses, and Rhyme. In addition the literary conceptions of "time", "reality" and "dream" are examined in terms of Frye's theory.

This application of Frye's theory, in both its literary and educational aspects, to specific works demonstrates why an understanding of his theory forms a sound basis for the teaching of literature.

Frye's attempts to democratize and "demystify" literary criticism are stressed throughout.

AN APPROACH TO THE STUDY OF AMERICAN INDIAN LITERATURE AT THE COLLEGE LEVEL

Order No. 7803594

BATAILLE, Gretchen M., D.A. Drake University, 1977. 162pp. Adviser: John Hagaman

Although few English students in American colleges and universities have been exposed to the materials of the American Indian tradition, such literature has been available for a number of years. The works of American Indians, whether individual or tribal, have generally gone unnoticed by the majority of teachers, who have usually favored non-Indian interpretations of Indian experiences. Most literature students have studied the works of James Fenimore Cooper and have read "Hiawatha," but few have read the Navajo "Night Chant" or heard traditional Indian tales, and courses in twentieth century literature have routinely omitted American Indian novelists and poets.

An increasing interest in minority and ethnic literature, however, has resulted in more publication of American Indian materials for the classroom. While this is to be applauded as a long-awaited realization that American literature is multicultural, there are difficulties inherent in the assumption that one can pick up a lesson plan or curriculum guide and teach a novel by N. Scott Momaday or a group of poems by Ray Young Bear. To understand and to teach American Indian literature is more difficult than is apparent on the surface. Although a teacher could "get by" with a superficial treatment of a novel or poem, such activities do justice neither to education nor to the literature.

Teaching minority literature is difficult because we lack a critical past that exists for most American and British literatures. The problems are intensified by the negative attitude toward minority groups that has been nurtured by the very exclusion of their literature from courses. In excluding these literatures from regular academic programs, English departments have left students with mostly popular culture to determine their images of and knowledge about Native Americans. Chapter One discusses some of the stereotypes which in the past have hindered and still today limit our understanding of American Indian literature.

The study of American Indian literature should begin with the traditional oral materials of the People. What have been passed down as poems were originally songs, which usually are presented in a printed page context rather than through the oral tradition within the cultural context. Also as a part of the oral heritage are a large number of tales and myths. There are religious accounts of creation, trickster tales, explanatory tales, and both serious and humorous stories. Such literature is found among all American Indian tribes and, although much has been lost, there is a great deal remaining as a part of living American Indian cultures. These oral materials are at the core of later biographical and autobiographical works which tell the stories of individual lives as well as tribal lives. The ceremonies recounted in Black Elk Speaks and the account of the religious lives of his people in Charles Eastman's Soul of an Indian can be directly traced to the power and pervasiveness of the oral tradition. Most often selected for today's classrooms are the contemporary fiction and poems, written in English rather than the native languages and often reflecting twentieth century concerns. Here too are the vestiges of the traditional cultures of Indian people, sometimes directly related to a particular tribe and sometimes reflecting a pan-Indian philosophy. Writers such as N. Scott Momaday, James Welch, Wendy Rose, Leslie Silko, Ray Young Bear, and others represent the vitality and imaginations of the Indian writers of this century, but they do not ignore their heritage, nor do they deny its influence.

Because none of the contemporary literature of the American Indian can be fully understood or appreciated without a solid knowledge of the traditional materials--the symbols, the characters, the themes, and their significance to tribal lives--this study will emphasize the traditional heritage that continues to perdure and to influence and direct contemporary writers. The emphasis of Chapter Two will be on this essence of American Indian literature. Chapter Three will then illustrate the influences of traditional elements on contemporary writing.

It is impossible to prescribe a plan for a course in American Indian literature that will be appropriate for all college classrooms; nevertheless, it is possible to describe a variety of approaches and materials which might be used. To this end, the concluding chapter will present several suggestions to the teacher of American Indian literature. These suggestions plus the annotated bibliography will provide substantial material from which to organize a course designed to meet the needs of an individual teacher and class.

POETRY AS A COUNSELING TOOL: THE RELATIONSHIP BETWEEN RESPONSE TO EMOTION ORIENTED POETRY AND EMOTIONS, INTERESTS, AND PERSONAL NEEDS

Order No. 7800072

BROWN, David Harvey, Ph.D. Cornell University, 1977. 124pp.

Poetry has been used as a therapeutic agent in a variety of settings, and poetry therapy, along with other adjunct therapies, is being increasingly used to facilitate the process of psychotherapy. The use of poetry has been reported to facilitate com-

munication, insight and awareness, formation of relationships, catharsis and ventilation, group cohesion, comfort, exploration and intensification of feelings, expression of forbidden material, elimination of resistance, spontaneity, and circumvention of defenses. Many of the stated therapeutic properties of poetry imply an emotional response to an emotional message, and findings which shed light on this response are a necessary prerequisite to a precise understanding of poetry as a therapeutic tool. The purpose of this study was to investigate the relationships between mood, personal needs and interests on the one hand, and responses to emotion oriented poetry on the other.

The Chaminade Poetry Questionnaire (C.P.Q.) was mailed to 112 freshmen at Chaminade College of Honolulu who had been given the Edwards Personal Preference Schedule (E.P.P.S.) and the Strong Campbell Interest Inventory (S.C.I.I.). Sixty-six of these students (35 female, 31 male) responded to the questionnaire. The C.P.Q. was designed specifically for the present study, and included measures of response to emotion oriented poetry (perceptiveness and preference), mood of the subject (both present and usual) and general interest in the study. Respondents were asked to read eight emotion oriented poem fragments (two for each of four emotions), and for each of them, to identify the primary mood expressed. They were also asked to indicate their feelings about each poem fragment. Responses to poems expressing the subjects' "own" present and usual mood were compared to responses to poems expressing other moods in order to identify mood related differences in perceptiveness and preference. Errors in perceptiveness were analyzed to investigate the possibility of emotional projection. The responses of high and low scorers on the Introversion-Extroversion scale of the S.C.I.I. were compared. Also responses to the poems were correlated with scores on personality variables on the E.P.P.S., as well as with interest scores on the S.C.I.I., to determine whether relationships between these variables existed.

Subjects were significantly more perceptive with poems that expressed their own currently experienced mood, but this was not the case when usual mood was considered. This result was viewed as partial support for Leedy's Iso-principle which suggests that poems should be chosen to match the mood of the client. Errors in perceptiveness tended to be substitutions of the Subjects' own usual mood for the actual mood expressed in the poem. Thus, Subjects appeared to project their own usual non-happy moods into the poetic material. High scores on the Affiliation variable (E.P.P.S.) correlated significantly with overall perceptiveness levels on the C.P.Q. The conclusion was drawn that clients with strong affiliation needs would be prime candidates for the use of poetry in counseling. Scores on the Succorance variable (E.P.P.S.) were inversely related to level of interest in the study. With one exception, scores on the S.C.I.I. and E.P.P.S. did not differ significantly between respondents and non respondents to the C.P.Q. The exception was the Affiliation variable, on which respondents scored higher than non-respondents, and this result was consistent with the conclusion that high scorers on this variable would be good prospects for poetry counseling.

THE USE OF ROLE-PLAYING, IMPROVISATION, AND PERFORMANCE IN THE TEACHING OF LITERATURE

DEMMOND, Josephine Keeter, Ph.D.
Georgia State University - School of Education, 1977

Purpose

In 1971 Edmund J. Ferrell in Deciding the Future predicted the use of dramatic activities as a major approach in the English classroom for developing more mature responses to literature and improving reading comprehension. This prediction, considered along with declining national reading comprehension scores of high school students on the Scholastic Aptitude Test (1974), motivated this study. The research undertaken investigated the effects that two methods of teaching literature had upon the following attitudes and behaviors of high school students: (1) attitudes toward literature, (2) attitudes toward self, (3) responses to literature, and (4) responses to treatments as related to reading comprehension. The two instructional modes were (1) a traditional approach which involved close textual study, research papers, lectures, and passage memorization and (2) an experimental approach which used the dramatic activities of role-playing, improvisation, and performance.

Methods and Procedures

The subjects (N=78) were chosen from the junior class population of a Fulton County high school of mixed socio-economic levels and were randomly assigned by computer to the English literature classes. Four classes and two teachers comprised the research unit with the research being conducted during one school quarter. Each teacher had an experimental class and a traditional class.

The Solomon Four-Group Design was chosen to test the research questions of this study. The instruments used for measuring changes due to treatments were (1) Silance and Remmers Attitude Toward Any Subject, Forms A and B; (2) The Tennessee Self Concept Scale, Research Form B; and (3) Squire's seven response categories for the coding of students' written responses to literature.

An analysis of covariance, with student reading comprehension scores as the covariate, was used to determine whether there were significant differences between the levels of treatment on the dependent variables of attitude toward literature and attitude toward self. A multivariate analysis of covariance, as well as a univariate analysis of covariance, was used to determine whether there were significant differences between the levels of treatment on the dependent variable of response to literature.

Results

The experimental treatment of using the acting techniques of role-playing, improvisation, and performance in the study of literature did change the students' attitude toward literature in a positive way at the .05 level of significance. No significant main effects occurred on the dependent variable, attitude toward self. In the multivariate analysis of covariance on the response to literature variable, significant interaction between the levels of testing and treatment was shown at the .01 level. The subsequent univariate analysis of covariance run on each of the eight sub-categories of the response to literature variable showed the following results: (1) a main effect of treatment at the .05 level occurred in the Non-Involvement and Interpretational sub-categories; (2) significant interaction between testing and treatment at the .01 level occurred in the Self-Involvement, Prescriptive, and Non-Involvement sub-categories; (3) reading comprehension appeared to relate in the Literary Judgment and Narrational sub-categories; (4) no main effects occurred in the Associational or the Miscellaneous sub-categories.

Conclusions

The results of this study produced some insight and understanding about questions on the use of acting techniques in the study of literature. Although the experimental treatment was significant on only one of the three variables, attitude toward literature, it is of importance that this attitudinal change occurred regardless of the level of reading comprehension. This result would imply that the use of role-playing, improvisation, and performance is an effective teaching approach in the study of literature for students varying considerably in reading comprehension.

The interaction between testing and treatment on the dependent variable, response to literature, seems to imply strong student apprehension about writing, since the measuring instrument on their responses was their own writing about the literature. This result suggests that future investigations of this dependent variable attempt to neutralize the subjects' apprehension about writing or use another instrument not requiring writing to measure the students' responses to literature.

Order No. 77-29,326, 191 pages.

ELEMENTARY SCHOOL CHILDREN'S PREFERENCES FOR SELECTED ELEMENTS OF HUMOR IN CHILDREN'S BOOKS AS DETERMINED BY SEX AND GRADE LEVEL

Order No. 7730471

HAWKINS, Karla Jean, Ph.D. University of Georgia, 1977. 132pp. Supervisor: M. Jean Greenlaw

Purpose

The purpose of this investigation was to determine what humorous elements elementary school children would select from samples of children's literature and what their stated preferences were for these elements. The four types of humor selected for study were human predicament situations, absurdity, incongruity, and verbal humor.

Procedure

The subjects were 150 randomly selected second, fourth, and sixth grade pupils from five southwestern Atlanta public schools. Equal numbers of boys and girls participated from each grade. The subjects listened to taped recordings of eight picture books, which had been classified as representative of the four types of humor by a group of raters. Subjects met with the researcher individually on four occasions to listen to two stories and to complete the instrument devised for the study. Subjects were questioned about the degree of funniness of the story, their preference for hearing it again, the elements of the story they perceived as being funny, and which of the two stories they liked best. The verbal responses concerning the perceived humorous elements were tape recorded and later transcribed and categorized according to the four types of humor.

Differences by grade level and by sex in recognition of and preference for hearing each of the four types of humor were analyzed using the one way analysis of variance procedure. Chi square was used to determine the association of pupils' verbal responses to the humor in the books and the categories of humor to which the books had been assigned. Subjects' choices of favorite books were treated descriptively.

Conclusions

The following conclusions have been drawn from the findings of the investigation: 1. there are no apparent differences by sex among the second, fourth, and sixth grade children in this sample in their preference for human predicament, absurdity, incongruity, and verbal humor as types of humor; 2. second, fourth, and sixth grade children appeared to be equally able to perceive human predicament, absurdity, and incongruity as types of humor; 3. fourth and sixth grade children appear to be able to perceive verbal humor than second grade children can; 4. second, fourth, and sixth grade children appear to perceive a variety of types of humor in books, instead of the single type of humor into which the books is classified; 5. there is apparently a wide range and variety of differences among second, fourth, and sixth grade pupils in their humor preferences; 6. based on the wide variety of responses given by second, fourth, and sixth grade children when presented with humorous literature, it appears that humor preference is an individual trait.

Analysis of actual book preferences indicated that the subjects had one overwhelming favorite. Other titles tended to increase or decrease in popularity according to age of the pupils.

A DESCRIPTIVE ANALYSIS OF THE ILLUSTRATIONS IN SELECTED SHOWCASE BOOKS AND A STUDY OF YOUNG CHILDREN'S RESPONSES TO A SAMPLING OF THESE BOOKS SELECTED BY ADULTS

Order No. 7803506

HUMMEL, Joanne Beverly, Ph.D. Michigan State University, 1977. 179pp.

The Problem

The first purpose of this study was to determine what adults who were knowledgeable in the field of children's book illustration found to be graphically excellent by analyzing illustrations in Showcase picture storybooks designated for children in first and third grade.

The second was to determine first and third grade children's preferences in the style of illustrations using Showcase books selected from the previous sample.

The major question related to the first purpose of the study was: What elements, in terms of illustrator, artistic style, media employed, artistic technique, number of colors, dominant subject and mood were present in Showcase picture storybooks published for first and third grade children during the years 1972–1976.

The major question related to the second purpose of the study was: What are the reactions of children in grades one and three to the illustrations in Showcase picture storybooks which have been designated as graphically excellent by experts in the field of children's books?

The sample for the descriptive analysis of 53 picture storybooks was compiled from titles of books selected for inclusion in the Children's Book Showcase from 1972–1976 published for children in first and third grade. The frequency of each element found in the sample books was recorded in summary tables.

The sample for the study of children's responses consisted of ten books from the previous 53. All were in color, five in the abstract and five in the representational style of art. The subjects were forty children in grades one and three in a suburban middle class community, twenty first and twenty third grade children (ten boys and ten girls from each grade) selected at random from three first and three third grade classrooms. The children were asked to respond to a questionnaire constructed to determine their feelings, after each book was presented to them individually. They were also requested to rank order the books after all books were shown.

Conclusions--Descriptive Analysis

The majority of the illustrators were well established professionals of which twelve had multiple books in the Showcase. The media and techniques used indicated a variety of materials and reproductive techniques. Representational art styles were more prevalent in the Showcase books. However, the percentage of abstract books increased each year. Four color illustrations occurred most frequently. The subjects appeared in three categories listed in order of frequency: "people," "animals" and "animals and people." Humor and adventure were the most prevalent moods.

Conclusions--Children's Responses

All children preferred the representational style more than the abstract style of art; however, first grade children favored the abstract style more than the third grade children. Third grade girls disliked the abstract style most. They also disliked the representational style more than the other children. All children liked books, most had books of their own, but indicated parents did not often read to them. The reading interests of the first and third grade girls were similar, including fairy tales and mysteries, as were the reading interests of the first and third grade boys, which included monsters, space and science. All children liked animal stories. There was a preference for familiar books. Most children indicated they could tell the story from the illustrations, with the exception of one book, The Slightly Irregular Fire Engine. The most frequent comments concerned subject and color of the illustrations. The children indicated the representational books made them feel better than the abstract books. Girls indicated the most desire to read the books after viewing the illustrations.

ON TEACHING BIBLICAL LITERATURE OBJECTIVELY: A CASE STUDY Order No. 7800074

KELLY, William M., Ph.D. Cornell University, 1977. 96pp.

On Teaching Biblical Literature Objectively is a case study that was coducted over six semesters during a three-year period at Cornell University, Ithaca, New York.

The Author closely observed the classroom experiences of one teacher teaching Biblical Literature. The purpose was to examine courses where an attempt was being made to teach Biblical Literature objectively and to use educational concepts to discover what would better aid its happening and what were the particular problems that stood in the way of its happening.

The conclusion of this case study is that Biblical Literature can be taught as objectively as any other discipline if educational concepts are successfully used to put to rest mis-educative ideas that hinder its happening. Students usually do not have the same emotional attachment to other subjects that they have to Biblical material, so as a result, mis-educative notions that they were raised with seem to surface more clearly when an attempt is made to teach Biblical Literature objectively. It was discovered that because of this attachment and its consequences with regard to teaching and learning, time spent clearing away mis-educative notions is time well spent if the goal of teaching Biblical Literature objectively is to be met.

The educational concepts set forth are not only important in resolving classroom difficulties; they are also critical in supporting definitions of objectivity used by theorists in the field.

The overlap of the two fields of theology and Biblical Literature is a unique problem that sets this discipline apart from others. Even more so than with other disciplines, Biblical Literature calls for a clear method of examining the material that will separate the one from the other.

A method that worked was demonstrated.

THE EFFECT OF READING ON ATTITUDES TOWARD THE ELDERLY Order No. 7732774

LEVINE, Harvey Fred, Ed.D. Boston University School of Education, 1977. 261pp. Major Professor: Dr. Thomas G. Devine

Problem

Does reading literature depicting the elderly affect the attitudes of seventh and eighth grade students?

Procedures

The experiment was conducted over a duration of eighteen weeks in the South Florida area. Two urban junior high schools, which reflected similar trends over the years in intellectual capacity and achievement, as determined by standardized tests, were chosen for the control and experimental groups.

At the outset, the total sample consisted of 220 students, 110 students in each group, which was comprised of 55 seventh and 55 eighth grade students in each school. However, at the termination of the study, the entire sample consisted of 184 students, 96 subjects and 88 subjects from the control and experimental groups respectively.

Forty-two books were reviewed for the experimental group. From this selection thirty were chosen on the basis of the SMOG readability formula, content, professionals' recommendation and the availability of books in print. The thirty literary forms represented a mixed genre which consisted of eleven biographies; fourteen books involving the relationship of younger people to adult relatives; and five others concerning the relationship of younger people to adults other than relatives.

The literature was made accessible to the students, whereby they could read the books in class; or take them home; and return the literature shortly thereafter. Since the reading was voluntary, alternatives to quizzes and formal book reports had to be employed to determine, essentially, if the books were read. Therefore, each student received a packet of thirty study guides, with each guide consisting of two open-ended questions, requiring the students to give their reactions to the material read. After the students completed reading a specific selection, the individual guides were submitted. In addition, informal conferences were held with some students to determine, if the material had actually been comprehended.

Throughout the study, the teachers were asked not to moralize about the nature of the books' content, nor hold discussions with the students, as the actual discussions might influence the students rather than the reading about the elderly.

The students were pre- and posttested, with the Kogan Old People Scales. The main thrust for the evaluation of the program consisted of the analysis of inferential statistics from the pre- and posttest results of the Kogan Old People Scales for the control group and experimental group and their respective subgroups of girls, boys, seventh graders and eighth graders.

Conclusions

As a result of the study being exploratory in nature, no generalizations could be applicable to a more diverse population.

The primary statistical findings, regarding ANOVA for independent samples were: 1. Reading several literary genres about the elderly increased the students' attitudes in a direction which was more favorable toward the elderly, as reflected by the Kogan Old People Positive Scale. The change for the entire experimental group, as well as for its subgroup of eighth graders was significant at the .05 level. 2. The means for the subgroups of girls, seventh graders, and boys from the experimental group moved in a positive direction, but the scores were not significant, as reflected on the Old People Positive Scale. 3. According to the Old People Negative Scale, the change for the entire experimental group and its subgroups of eighth graders and boys were significant at the .01 level. 4. Although the mean scores, on the Old People Negative Scale had diminished, for the experimental subgroups of seventh graders and for the girls, thus reflecting a more tolerant attitude, these scores were not significant.

THE RELATIONSHIP OF RELATED VARIABLES TO ELEMENTARY STUDENTS' INFERENCE OF AND PREFERENCE FOR MALE/FEMALE, STEREOTYPED NONSTEREOTYPED FIRST-PERSON PROTAGONISTS IN SELECTED STORY SEGMENTS

LOVELACE, Terry Lee, Ph.D.
University of Georgia, 1977

Major Professors: Ira E. Aaron and A. J. Kingston

This study was designed to determine children's inference of and preference for male/female, stereotyped/nonstereotyped first-person protagonists in eight selected story segments. The relationship between readers' sex, age, socioeconomic status, and/or reading level, and readers' inference of first-person protagonists was also investigated.

Six hypotheses were generated: 1. Male and female readers will not differ significantly in their pre-treatment preferences of selected story segments (null hypothesis accepted, $p > .05$). 2. Male and female readers will not differ significantly in their post-treatment preferences of selected story segments (null hypothesis rejected, $p < .05$). 3. Four (four factors: sex, age,

socioeconomic status, and reading level) will not be significantly related to elementary readers' stereotyped scores when the other three factors are controlled (null hypothesis rejected, $p < .05$). 4. The pretest preferences of male readers for each of the eight story segments will not be significantly related to the male readers' inference of the sex of each of the first-person protagonists in the eight story segments (null hypothesis rejected, $p < .05$). 5. The pretest preferences of female readers for each of the eight story segments will not be significantly related to the female readers' inference of the sex of each of the first-person protagonists in the eight story segments (null hypothesis rejected, $p < .05$). 6. There will be no significant difference in paired (pretreatment vs. posttreatment) rankings by preference across treatment of the eight story segments by the 199 subjects (null hypothesis not rejected).

The sample consisted of 199 third, fourth, fifth, and sixth grade elementary school students from two rural northeast Georgia elementary schools. Raw data for this study included sex of student, chronological age in months, grade equivalent reading level, and socioeconomic status. In addition to these measures, eight story segments with male female, stereotyped/nonstereotyped first-person protagonists were used to determine each subject's stereotype score. Rankings by preference were recorded by students both before and after the investigator revealed the "correct" sex of the first-person protagonists in the eight story segments.

Collected data were treated statistically by use of the Friedman Two-Way Analysis of Variance, Chi Square Analysis, Multiple Regression Analysis, and the Wilcoxon Matched-Pairs Sign Rank t-Test. Numerical counts and percents were reported in several instances.

Statistical analyses of the data revealed the following: 1. Significant relationships were found between reader sex and reader preference for story segments both pre- and posttreatment ($p < .05$). 2. Examination of squared semi-partial correlation coefficients from a Multiple Regression Analysis predicting the average stereotype score with and without sex, age, socioeconomic status, and reading level revealed both reading level and age to be significant contributors to the stereotype score ($p < .05$) when the three other variables were held constant. 3. The sex of the reader may have some bearing on his preference for stories in which he has correctly inferred the sex of the first-person protagonist ($p < .05$). 4. No significant differences were noted in reader preference for stories either before or after the investigator revealed the "correct" sex of the first-person narrator.

Implications and generalizations from the findings of this study must be limited to populations similar to the one utilized in this study. Children of differing ages, reading levels, socioeconomic classes, and geographic locations might well respond differently to the same stimuli which were presented to these children. Order No. 77-29,785, 151 pages.

THE PERCEPTION OF LITERATURE BY SILENT READERS AND ORAL INTERPRETERS: A THEORY AND AN EXPLORATORY EXPERIMENTAL STUDY Order No. 7800732

MINISTER, Kristina Arndt, Ph.D. Northwestern University, 1977. 305pp.

A review and evaluation of studies and theories in interpretation of literature and teaching of English shows a compelling need for an integrating theory which will explain and predict the phenomenon of literary experience which centers on the process of perceiving literature. Metaphoring is chosen as the optimal literary vehicle for initiating the parameters of a perceiver-text theory which must include adolescent and adult perceivers of texts--silent readers, interpreters, and audiences.

The premises of the theory are made explicit by a genetic epistemology which holds that knowledge about the world is acquired by acting upon the unknown. Semiotic development, through its successive sensorimotor stages, shows how we gradually acquire the categories of community designated concepts and their representative verbal labels. Early sensorimotor based semantic relations gradually become grammatical relations, the vehicles for words. Eventually we develop a perceptual continuum that stretches from exterior perception to interior perception by which the intentional objects of the imaginative consciousness are perceived. By means of this outer to inner perceptual ratio, we are able to connect past experience to present intentions, interpreting what conceptual intelligence designates via language. Developmental semiotics thus makes the perceptual psychological base of the theory compatible with the phenomenological philosophical base of the theory.

The theory proposes that the asethetic use of language, derived from the ordinary use of language, begins with an author's a priori selection of clues. The perceiver, having previously acquired the primary meaning of words and sentences, acts upon the textual clues, perceptually inferring the clues' intended fictional meaning. Four phases characterize literary perception: 1) clue isolation which is called tension; 2) clue utilization which is called involvement; 3) confirmation check; and 4) confirmation completion. Special explanations include the perception of fictional background and foreground within the temporal organization of consciousness, multiple perception of performances, fictional feedback, and the validity of perceptual inferences among silent readers, performers, and audience members. Two initial propositions are derived: 1) the degree of tension perceived during clue isolation will determine the conditions for the degree of involvement perceived during clue utilization; and 2) a ratio of low background and high foreground will establish the conditions for subsequent perception of high tension and high involvement with perceiving authors' clues.

Adapting a linguistic theory of metaphor to an instrument measuring tension and involvement perceived from fourteen grammatical metaphors in short poems, and verifying the instrument by a test of interjudge reliability, this study casts two sets of hypotheses to test each proposition. Submitting data collected from 192 randomly selected high school and undergraduate students from six diversified schools to nonparametric statistical tests and some descriptive procedures, the results support the following conclusions: tension and involvement are significantly correlated; older students, women, and experienced performers are more highly involved than are other students; readers prefer the tension perceived from poets' clues to the literal levels of tension and are more highly involved with the poets' clues; and a specified type of grammatical clue proves to be optimal for grammatical metaphoring.

Relating the results to the theory, tension does precede and set the conditions for involvement, the two propositions are mutually reinforcing, and both propositions promise predictive power. After assessing the strengths and weaknesses of the investigation, four initial sets of propositions are presented for future experimentation in the perception of literature.

THE PICTORIAL AND LINGUISTIC FEATURES OF COMIC BOOK FORMULAS

NEFF, William Albert, Ph.D.
University of Denver, 1977

As a popular culture artifact, comic books have been studied in terms of their history and their effects. There appears

to be a lack of information relating to the pictorial and linguistic features of formulaic comic books. Using John Cawelti's (1976) definitions for adventure, romance, mystery, and alien beings or states formulas as a basis, this exploratory descriptive study has examined the pictorial and linguistic features of formulaic comic books. These features have also been analyzed in terms of their contribution to formulaic construction and encoding of self-disclosure and feedback in comic books.

It was hypothesized that formulaic comic books develop certain visual and language forms which vary from one formula to another. In this study, the observations of visual and verbal features were coded into nominal categories for analysis. Chi square was used in order to support whether something other than chance was acting to yield the relationships found between formulaic categories and pictorial and linguistic features.

Every panel in two comic books from each formulaic category was examined in terms of the following recurring features: panel shape (vertical, horizontal, and square); each panel's point of view (normal, high, and low); picture size within each panel (close and wide); types of statements elicited by the actors and narrators (interrogative, exclamatory, declarative, and incomplete); parts of speech stressed by the actors and narrators (naming, asserting, modifying, and joining and independents).

A chi square test of the relationship between the three panel shapes and the four formulaic categories indicated a highly significant difference between the observed and the expected frequencies: $\underline{X}^2(df=6) = 64.27$, $\underline{p}<.001$. In terms of panel shape, the analysis suggested that adventure was characterized by vertical/square, mystery by horizontal, and alien beings or states by square. Romance revealed an absence of characteristic panel shape.

A chi square for the relationship between the three point of view angles and the four formulaic categories indicated a highly significant difference between the observed and expected frequencies: $\underline{X}^2(df=6) = 38.46$, $\underline{p}<.001$. In terms of point of view, the analysis suggested that adventure was characterized by normal, romance by high, and mystery by low. Alien beings or states revealed an absence of characteristic point of view.

A chi square for the relationship between the two picture sizes and the four formulaic categories indicated a significant difference between the observed and expected frequencies: $\underline{X}^2(df=3) = 9.90$, $p<.05$. In terms of picture size, the analysis suggested that mystery and alien beings or states were characterized by close picture size. Adventure and romance revealed an absence of characteristic picture size.

A chi square for the relationship between the four statement types and the four formulaic categories indicated a highly significant difference between the observed and the expected frequencies: $\underline{X}^2(df=9) = 380.17$, $\underline{p}<.001$. In terms of statement type, the analysis suggested that adventure was characterized by exclamatory, romance by interrogative/incomplete, mystery by declarative, and alien beings or states by exclamatory.

A chi square for the relationship between the four parts of speech of stressed words and the four formulaic categories indicated a highly significant difference between the observed and the expected frequencies: $\underline{X}^2(df=9) = 47.54$, $\underline{p}<.001$. In terms of stressed parts of speech, the analysis suggested adventure was characterized by naming/asserting, romance by asserting, mystery by naming/joining and independents, and alien beings or states by modifying/asserting.

A descriptive analysis of each comic book story revealed that artists and writers used the characteristic features statistically noted as well as others to encode formulas. In the stories analyzed, self-disclosures and feedback appeared to rely heavily on language and only rarely on visuals.

It was suggested that future research concentrate on the relationship of individual writers and artists to formulaic and visual and verbal techniques, further examination of the science fiction genre, and interrelationships of formulaic structures. Order No. 77-27,701. 239 pages.

THE MILDRED L. BATCHELDER AWARD BOOKS, 1968-1977: A DECADE OF HONORED CHILDREN'S LITERATURE IN TRANSLATION Order No. 7730436

NIST, Joan Irene Stidham, Ed.D. Auburn University, 1977. 156pp. Director: Richard L. Graves

The purpose of this study has been to investigate elements in the forty-two books nominated for the Mildred L. Batchelder Award during its first decade, 1968-1977, with emphasis upon the ten recipients. The Award is presented annually to the American publisher of the most outstanding translated children's book. The Award is sponsored by the American Library Association to recognize the contribution made to international understanding through children's literature and is named for an internationalist librarian who for many years was an executive of the Association.

The objectives have been to explore the range of publishers and translators of all nominated works; to identify any predominance of original languages from which the books were translated; to explore the range of settings, both time and locale, presented to young American readers in these honored foreign books; and to identify any predominance of genre or structural type represented in the works.

Tabulations were made of each element studied; trends and patterns in the Award's ten-year history were identified. The following conclusions were drawn: 1. A wide range of publishers is represented by the Batchelder Award books; there is no domination by one or a few publishing firms. 2. Many translators have been responsible for turning the books into English, some of them translating several nominees. 3. Works from the Germanic languages dominate the total number of nominees and also the ten Award recipients. 4. The books show a preference for European settings. Of note are the several authors who write of an area foreign to their language. 5. Primary interest is in contemporary settings or those in the recent past. 6. Modern and historical fiction are the main genres employed. 7. Progressive narrative is the structural forms of most of the books. Picture books have been included in Batchelder Award consideration.

EXPOSURE TO FANTASY LITERATURE, RELATED ACTIVITIES, AND CREATIVITY IN KINDERGARTEN Order No. 7732418

OLSON, Miken Rae, Ed.D. Arizona State University, 1977. 127pp.

The purpose of this experimental study with kindergarten children was to determine if a fantasy literature program with and without related follow-up activities increased the creativity of the children. Fantasy literature was defined as imaginative fiction containing phenomena not found in the real world. The subjects consisted of 38 boys and 46 girls in four classrooms taught by two female teachers in a suburban Phoenix, Arizona, school district during the spring of 1977. The Torrance Tests of Creative Thinking Figural Tests, Form A, was used as a pre-test and Form B of the same tests was used as a post-test. A t test was applied to the raw scores and the groups were compared. The confidence level set was .05. All subjects also composed the endings for two stories: one stem sentence was given as a pre-test and another stem sentence was given as a post-test.

It was found that there were no significant differences between groups in a majority of the categories of the Torrance tests. Some significant differences were found prior to treatment favoring the experimental groups, usually in the elaboration sub-score and the total score. It was also found that there was a trend in all groups and in all categories for the post-test scores to be lower than the pre-test scores on these tests.

An analysis of the stories showed that the experimental groups and the control group made gains from the pre-test to the post-test but that greater gains were made by the experimental groups than were made by the control group. It was concluded that this creativity measure may have been more appropriate for use with kindergarten children than was the Torrance battery.

Results were discussed in terms of possible inadequacies of the creativity measure used, the short duration of the treatment programs, and environmental influences which may have affected the children. It was concluded that the measurement and fostering of creativity in very young children are complex tasks and that additional research in these areas is needed. Furthermore, instruments need to be developed which are appropriate for use with young children.

SOME EFFECTS OF SELECTED BLACK LITERATURE ON THE SELF-CONCEPT AND READING ACHIEVEMENT OF BLACK MALE EIGHTH GRADE STUDENTS

Order No. 7731496

PERRY, Jesse, Ph.D. University of California, Berkeley, 1977. 168pp.

Purpose of the Study

Prompted by mandates and legislation at the federal and statewide (California State Department of Education) levels to include a component in district developed programs designed to improve the self-image of educationally dis advantaged students, this study's purpose was to determine if the self-concept of Black male eighth grade students would be enhanced after they had read and responded to selected Black literature, in this case short stories. Specifically, the areas under examination were: 1) self-concept and response, 2) reading achievement, and 3) attendance.

A major question related to the purpose was: would instructional materials in the form of literature selections from the Black experience help Black male students to think more positively about themselves?

The literary works selected included the following: "Stagolee" by Julius Lester, "The Homecoming" by Frank Yerby, "The Boy Who Painted Christ Black" by John Henrik Clarke, "God Bless America" by John O. Killens, and "Brother Carlyle" by William Melvin Kelley.

Statement of the Problem

This study attempted to provide answers to the four following questions: (1) What effect, if any, does the reading of selected Black literature have upon improving the self-concept of Black male eighth grade students? (2) What effect, if any, does the reading of selected Black literature have upon the class attendance rate of Black male eighth grade students? (3) What extent does the reading of selected Black literature have upon the reading ability of Black male eighth grade students? (4) What effect, if any, does exposure to selected Black literature have upon the ability of Black male eighth grade students to perform language arts tasks?

Procedure

Three groups, two experimental and one control totaling thirty-nine male students and taught by three different teachers were involved in the five-week experiment. The school, with a large Black and Mexican-American student enrollment, is located in an area described as "inner-city." Two groups, E_1 and E_2 used the selected Black literature and one group did not receive the literature treatment, that is, they experienced a regular course of instruction in English language arts (C).

A semantic differential, developed by the investigator, assessed the self-concept attitudes of both experimental and control group students.

Findings

Analysis of the data from the hypotheses revealed the following major findings: 1. English language arts skills achievement of eighth grade Black male students exposed to the selected Black literature were not significantly different from the English language arts skills achievement of students who did not receive such exposure. 2. The self-concepts of eighth grade Black male students exposed to the selected Black literature were not significantly different from the self-concepts of students who did not receive such exposure. 3. There was no significant difference between the self-concepts of high reading ability students and the self-concepts of low reading ability students. 4. There was no significant difference between the attendance patterns of eighth grade Black male students who received exposure to the selected Black literature and the attendance patterns of students who did not receive such exposure.

Conclusions

The conclusions reached in this study can be listed as follows: 1. The failure to detect a statistically significant difference on the reading scores of experimental students would appear to indicate that exposure to the selected Black literature did not affect significantly the reading ability of these students. 2. Overall, the exposure to the selected Black literature did not seem to have had any influence on the self-concepts of the eighth grade Black males. 3. Finally, the absentee rates of the eighth grade Black males do not seem to have been affected, either positively or adversely, by exposure to the selected Black literature.

A STUDY OF THREE METHODS OF PRESENTING SHORT STORIES

POWERS, Richard L., Ph.D.
The Louisiana State University and
Agricultural and Mechanical College, 1977

Supervisor: Professor Charlie W. Roberts, Jr.

The problem of this study was to determine whether there would be any differences in the scores on tests on selected short stories among three groups of eleventh grade students who (1) read the stories, (2) viewed film versions of the stories, or (3) listened to recorded readings of them. An additional dimension of the problem was to uncover any such differences in the scores of students who attended schools of differing socioeconomic levels.

Four short stories in print, film, and audio recorded media were presented to three classes of one teacher from each of six high schools in Baton Rouge, Louisiana, a total of 201 students. Two of the high schools were classified as having high socioeconomic attendance districts, two were classified as having middle range socioeconomic attendance districts, and two were classified as having low socioeconomic attendance districts. Each of the six teachers had one class that read all four stories, one class that viewed all four films, and one class that listened to all four recordings.

The objective-referenced tests on the short stories were constructed by the investigator. All groups were held equal for reading ability by using the Total Reading score of the Comprehensive Tests of Basic Skills as covariate in analysis of covariance. All statistical tests were made at the .05 level of significance.

In the comparison of the adjusted means of the comprehensive groups, those students who read the stories (N = 60) were shown to have scored significantly higher than the students who viewed the film versions of the stories (N = 60). The students who viewed the film versions were shown to have scored significantly higher than the students who listened to the recorded readings (N = 75).

In the high socioeconomic level schools, students who read the stories scored significantly higher than students who viewed the films and students who listened to the recordings; but there was no statistically significant difference between the scores of the listeners and the viewers.

There were no statistically significant differences among the scores of the three presentation mode groups in the middle range socioeconomic level schools.

In the low socioeconomic level schools, students who read the stories and students who viewed the films scored significantly higher than students who listened to the recordings; but there was no statistically significant difference between the scores of the readers and the viewers.

Six conclusions have been reached from these results. 1. Student reading of printed short stories is generally superior to the other methods and must not be displaced in the name of motivating students or dealing with problems of low reading ability. 2. Students are weak in listening skills. 3. Film versions of short stories are relatively more effective in the classroom than recorded readings of short stories. 4. Student reading is especially effective in high socioeconomic level schools. 5. Film versions and recordings are useful supplements to printed short stories in middle range socioeconomic schools. 6. Recordings of short stories do not seem to be effective in low socioeconomic schools. Order No. 77-28,696, 140 pages.

THE DEBATE OVER FAIRY TALES

RAUSCH, Helen Martha, Ed.D.
Columbia University Teachers College, 1977

Sponsor: Professor Anne Marie Mueser

There have been numerous reports of a "controversy over fairy tales" on the American scene during the twentieth century This study constitutes an historical investigation of conflicting points of view as to the suitability of fairy tales for children, principally as this issue was evaluated by professionals in the fields of children's literature and education. The varying statements that gave shape to the reputed "controversy" have been set forth, and influential or representative spokesmen identified. An attempt was made to identify sources of disagreement. In addition, theoretical guidelines stemming from the discipline of psychology were examined to assess their bearing on this discussion. Following an Introduction, Chapter I outlined the historical and psychological background to the debate; Chapters II and III presented the case for and against fairy tales; Chapter IV gave a summary of the debate with analysis.

Primary source materials collected through library research included a comprehensive look at relevant books and periodicals with national circulation in the following fields: child study and psychology; children's literature; and education. (In the sphere of psychology, the therapeutic literature was included only to the extent that it implemented the professional educator literature.) Additional published materials, e.g., pamphlets or newspapers, were consulted when they seemed likely to provide essential information not available from other sources.

There have been two main developments that pertained directly to the question of the suitability of fairy tales for children, provoking a distinct response from professionals in the fields of education and children's literature. The first was turn-of-the-century promotion of fairy tales as grade school reading content on the grounds that young children have a spontaneous interest in mythopoetic literature. Fairy tales were claimed to have a unique capacity to stimulate the child's imagination. Despite some dissent, most notably by John Dewey, this outlook seems to have created a favorable climate for the tales during the first two decades. The second stimulus to renewed evaluation of fairy tales evidently stemmed from the here-and-now movement in children's literature which Lucy Sprague Mitchell inaugurated in 1921 with the publication of the Here and Now Story Book. Mitchell contested familiar assumptions about fairy tales, favoring more realistic literature for younger children. Her point of view drew followers, particularly in the field of early childhood education. However, a defensive response among professionals at large developed: from about the late twenties through the forties, there were frequent references to a controversy as well as an agitated effort to substantiate the merits of fairy stories. In later years attitudes were more relaxed, although occasional references to a controversy persist to the present day.

Research disclosed a wealth of favorable commentary over the century as a whole that has far outweighted negative criticism. In general, adverse judgments of the tales either doubted the influence of fanciful stimulation or protested against immoral tendencies in the stories. Actually, favorable discussion did provide a kind of forum for evaluation of problematic aspects of this literature. In time, such concerns seem to have been alleviated.

Mitchell argued the case for more realistic literature for younger children at a time when their special needs were not well recognized; available literature was limited. The significance of her overall argument may have been missed by many professionals whose loyalties were stirred by the very mention of an attack upon the tales.

In later decades, more relaxed attitudes owed much to closer selection of literature according to children's age levels, a broader variety of literature for all ages, and positive views in psychology as to the function of fantasy in childhood. The weight of general opinion points to sustained support for fairy tales. Order No. 77-27,895, 266 pages.

A STUDY OF THE CONTRIBUTIONS OF CARL JUNG AND JAMES FRAZER AND THEIR FOLLOWERS TO THE HERO ARCHETYPE WITH SUGGESTIONS FOR TEACHING LITERATURE

RODI, Dolores Suzanne Bissell, Ph.D.
The University of Texas at Austin, 1977

Supervisor: James L. Kinneavy

This study examines the nature of hero archetypes as defined by Carl Jung, especially in his work Symbols of Transformation; by James Frazer in The Golden Bough; and by other anthropologists of initiation rituals. Myth critics, notably Northrop Frye, give primacy in their interpretation and analysis of literature to Jung's psychological hero patterns and to Frazer's ritual patterns. The first two objectives of this study were to discover precisely what hero patterns each suggests for literary criticism.

The study concluded that three libidinal movements described by Jung are analogous to literary hero patterns. These three patterns are: general progressive-regressive libidinal movement from conscious to unconscious, sexual libidinal movements toward love objects which replace parents, and libidinal movement into the unconscious to discover hidden aspects of self and bring these to consciousness. And the study concluded that Frazer and other anthropologists suggest two primitive ritual patterns analogous to literature. These two rituals are: the death-resurrection of the king and initiation rituals.

The study further located and described fourteen literary hero patterns written in the past one hundred years which derive from, or rely on, these libidinal or ritual archetypes. The study then deduced, either from the patterns themselves or from the interpretation given them by their authors, five emphases for teaching hero literature.

First, plot structure of hero literature should be examined for the quest motif. Second, correspondences between plot structure and setting-imagery should be drawn in order to perceive how setting and imagery underscore the feelings or situations of the hero at given moments in the quest. Third, analysis of the hero should focus on how the protagonist changes as a result of his quest. Fourth, the hero archetypal theme "from death comes new life" should be discovered in concretized form. Fifth, since affective response is integral to the nature of archetypes, teaching should emphasize the students' personal affective experiences which result from reading hero literature.

These five teaching emphases were analyzed as they appear in some textbooks and two illustrative teaching plays based on them were given for Sir Gawain and the Green Knight and The Member of the Wedding by Carson McCullers.

The study concluded by suggesting several areas of related research. Studying the ironic variations of the entire quest or elements of the quest were suggested. Broadening the initiatory hero archetype to include literary works with latent adolescent protagonists was suggested. Comparing classic hero elements with "Everyman" hero elements was a third possibility offered. Also, analysis of the literary portrayal of other Jungian and ritual archetypes was offered as a suggestion. And, finally, teaching suggestions for broadening the expressive component were given. Teachers were encouraged to correlate mythic or archetypal teaching with the new literary approach which focuses on the subjective responses of readers to literary works.

Order No. 77-29,022. 304 pages.

ALCOHOL CONSUMPTION IN LITERATURE FOR CHILDREN AND ADOLESCENTS: A CONTENT ANALYSIS OF CONTEMPORARY REALISTIC FICTION Order No. 7730505

SALESI, Rosemary Ann, Ed.D. University of Georgia, 1977. 186pp. Supervisor: Dr. Shelton L. Root, Jr.

The purpose of this study was to discern and classify, through content analysis, the images of alcohol that occur in a sample of contemporary realistic fiction for children and adolescents.

Utilizing three instruments, the content of 35 books was examined to abstract six dimensions. First, the scenes of actual consumption were examined to determine the reason for consumption, the kind of alcoholic beverage consumed, the setting for consumption and the type of companionship involved, the types of imagery and attitude associated with the consumption, and the literary role(s) of the consumer. Second, the alcohol consumers and major characters were profiled by an analysis of the demographic characteristics: sex, age, ethnic background, economic level, educational level, religion, level of consumption, and typology of drinking. Third, the role of alcohol in plot development was evaluated. Fourth, the amount of space devoted to all references to alcohol was measured. Fifth, using chi-square, the resulting data were examined for significant relationship between selected variables. Sixth, the plot of each book was summarized and the role of alcohol was described.

A bibliography of books containing alcohol references were identified through book reviews, the assistance of editors of 52 publishing houses, and literature experts. From the random sample of 60 books, 35 books met the following criteria for inclusion: contained references to alcohol consumption, were contemporary realistic fiction set in the U. S., and published from 1974 to 1976. Each book was analyzed on the basis of the 18 categories and the pertinent information was recorded on the instruments.

This study found that in the books where alcohol was of central importance, significantly more pages (32.5%) contained references to alcohol than when the use of alcohol was secondary (15.5%) or incidental (10.7%). The number of pages which contained actual consumption references averaged 5.2% of the pages for the entire sample. One may conclude that in this sample, references to alcohol and scenes showing characters actually drinking were not at all uncommon.

Of the 305 characters analyzed, 242 were identified as alcohol consumers. Most of the consumers were adult males or females. Adolescents or children were usually depicted as abstainers, infrequent, or light drinkers.

The alcohol consumption was characterized in a wide variety of ways as far as occupation and economic levels were concerned. Ethnically, 80% of the abstainers and consumers were White Americans. For 60% of the alcohol consumers educational level was not identifiable; most often, those that could be identified had at least a high school education. Religious preference was not possible to identify for most of the characters analyzed. All literary roles were associated with alcohol consumption but most moderate and heavy consumption was done by major/minor or incidental consumers. Thus, in this sample of books there was not an obviously stereotypic drinker.

In considering the alcohol consumption references, the imagery tended to be objective. The reason for consumption most often was social (46.6%) or for escape (43.2%), with a preference shown for the alcoholic beverages liquor (37.7%) and beer (25.7%). Most drinking took place in the home (64.3%), usually involving some type of companionship. Although the attitude toward alcohol consumption was most often negative, almost half of the negative presentations were in the seven books where the role of alcohol was central. Although some characteristics predominated, the alcohol consumption scenes were varied and the portrayal might be best described as multi-dimensional.

The following conclusions may be drawn: There are many references to alcohol and to alcohol consumption in books written for children or adolescents. While many different characters drink, and there are numerous references to drinking most do not actually involve consuming alcohol. Alcohol consumption is not unique to any particular type of individual or any special situation. Finally, through these books, a broad spectrum of drinking behaviors is revealed.

MORAL JUDGMENT IN CHILDREN: THEIR RESPONSES TO CHILDREN'S LITERATURE EXAMINED AGAINST PIAGET'S STAGES OF MORAL DEVELOPMENT

WEIGER, Myra L., Ed.D.
Rutgers University The State University of New Jersey (New Brunswick), 1977

Chairperson: Janet Emig

In interviewing children aged six to thirteen after presenting story-pairs, Jean Piaget found that the subjects ascended a scale moving from a morality of heteronomy to a morality of autonomy in three major stages. The present study was designed to investigate the development of moral judgment of children, ages seven, nine, and eleven, in their responses to moral issues in selected pieces of children's literature and to examine the results against Piaget's developmental stages. The investigator also wanted to discover whether or not the children's literature was suited developmentally to these children according to Piaget's stages of moral judgment.

The children's literature was presented via audiovisual media to grades two, four, and six with three classes on each grade level; individual classes experienced three stories recommended for their grade level. The children were regarded as "average" by the criterion of an I.Q. ranging from 90 to 110.

Subjects were interviewed individually immediately after the presentations, and the interviews were taped. In the discussion of each story, the investigator asked which misdemeanor was naughtiest and the reason for that decision and whether the punishment was fair or what punishment would be

were analyzed and stratified according to the reasoning of Piaget's three developmental periods of moral judgment.

The evidence from 1st through 6th grade could be seen clearly. Each higher grade level elicited greater percentages of subjects responding on more advanced stages in both areas of reasoning. In the area of fair punishment, from second grade to fourth grade there was a clear-cut transition from Stage I to the initial phase of Stage II as two-thirds of the fourth-grade sample reasoned in terms of reciprocity with peer group interactions. A greater percentage of sixth-grade subjects reasoned at stages II and III than in the fourth-grade sample; however, both groups reverted to Stage I reasoning when confronted with child-adult interactions--seemingly hampered by prolonged adult constraint.

In the area of naughtiest behavior, the progress was gradual from second grade to fourth grade; from fourth grade to sixth grade there was a clear-cut transition from Stage II to Stage III. It seemed that the subjects had to reason in terms of Stage II reciprocity in selecting fair punishment before evolving to Stage III intentionality in judging misbehavior. The sixth graders judged misbehavior on Stage III before they dealt widely with punishment on that stage; perhaps adult constraint prohibited cooperation in dealing with punishments that are acted upon by adults.

Though the pattern of evolution across the grade levels substantiated Piaget's theory of moral development, it was concluded that all three grade levels were hampered by adult constraint. Some implications follow from this. An atmosphere should be provided for second graders that nurtures spontaneous verbalizing of children and the expression of their opinions through small-group conversational activities. The fourth graders, with a cooperative attitude toward peers, indicated a need for equality behavior between children and adults who should admit to mistakes and communicate as equal participants. The sixth graders lacked mutual respect between children and adults in the area of fair punishment. They need practice in evaluating their own behavior and determining their own punishments on their road to self-governance.

This inquiry suggests that the field of English is an excellent avenue for values education, using language as the tool for communication and literature as a source of moral experience.

Order No. 77-27,967, 222 pages.

ACHIEVEMENT AND AFFILIATION MOTIVES OF MALE AND FEMALE CHARACTERS IN REALISTIC FICTION FOR CHILDREN, 1945–1975 Order No. 7803045

WORTH, Barbara Sands, Ph.D. New York University, 1977. 159pp. Chairperson: Professor Bernice E. Cullinan

The purpose of this study was to determine the differences between the motives of male and female characters in realistic fiction for children. Differences in the achievement and affiliation motives of both sexes were examined for two time periods: 1945–1963 and 1970–1975.

Forty books of realistic fiction for children ages 9–12 and teenage were taken from lists recommended in the Sunday Book Review section of The New York Times from Book Week in November of each of the following years: 1945, 1948, 1951, 1954, 1957, 1960, 1963, 1970, 1972, and 1975. Books were selected according to criteria for realistic fiction set forth by Huck and Kuhn (1961), Huck (1976), and Brooks and Warren (1959, formerly 1943), as judged by a panel of consultants in the field of children's literature.

A content analysis was performed on the 40 books using the measures for achievement and affiliation motives devised by D. C. McClelland and reported in J. W. Atkinson's Motives in Fantasy, Action, and Society (1958). Four hundred pages (10 pages per book) were scored for male achievement, female achievement, male affiliation, and female affiliation. Scores for each of the two time periods were subjected to a two-way factorial analysis of variance by motive and by sex and scores for achievement and affiliation were subjected to a two-way factorial analysis of variance by time period and by sex.

Hypothesis 1, which stated that male characters would demonstrate achievement motives and female characters would demonstrate affiliation motives in children's fiction published from 1945–1963, was not confirmed using analysis of variance for correlated data ($p < .05$).

Hypothesis 2, which stated that there would be no difference in the achievement or affiliation motives of male and female characters in children's fiction published from 1970–1975, was confirmed, using analysis of variance for correlated data ($p < .05$).

Hypothesis 3, which stated that for children's fiction published in the years 1945–1963 as compared with that published in the years 1970–1975, male characters would show greater achievement motives in the earlier period and female characters would show greater achievement motives in the later period, was not confirmed, using analysis of variance for mixed data ($p < .05$).

Hypothesis 4, which stated that for children's fiction published in the years 1945–1963 as compared with that published in the years 1970–1975, female characters would show greater affiliation motives in the earlier period and male characters would show greater affiliation motives in the later period, was not confirmed, using analysis of variance for mixed data ($p < .05$).

The data showed that the main effect, motive, was statistically significant for both periods ($p < .001$) with affiliation motivation significantly greater than achievement motivation in both time periods. The mean scores indicated that for both sexes, achievement motives decreased and affiliation motives increased from the earlier period to the later one.

The data indicate that the achievement and affiliation motives of male and female characters were not significantly different in realistic fiction for children from 1945–1975. Affiliation motivation was so prevalent for both male and female characters that it overpowered differences between the sexes to the point where no differences between the sexes could be observed.